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ABSTRACT

At the time of independence from Britain in 1962, education in Uganda was more advanced than in neighboring countries, although still unsatisfactory. This paper reviews the recommendations of commissions, educational reviews, and 5-year plans for the development of educational policies since independence. There have been two main long-term government objectives--primary school expansion toward the goal of universal primary education, and the provision of sufficient manpower of the quality needed to meet the skill requirements of the economy. The implementation of these goals was severely hampered by the events of the 1970s, which were a decade of "total national calamity" that affected all sectors of the economy, including the education system. The Recovery Program in 1982/84 was adopted to reconstruct and rehabilitate the educational infrastructure. The report reviews the present-day status of education in Uganda with regard to internal and external efficiency, equity, and non-quantitative criteria such as national policy and Ugandanization. It finds four remaining major problem areas: continued illiteracy, high dropout rates at almost all levels, unqualified teachers and a shortage of qualified ones, and a widening gap between educational preparation and actual employment opportunities. (Author)

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World Bank Discussion Papers
Africa Technical Department Series

Implementing Educational Policies in Uganda

Cooper F. Odaet

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Implementing Educational Policies in Uganda

Cooper F. Odaet

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Cooper F. Odaet is professor of education at Makerere University.

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FOREWORD

The decades of the 1960s and 1970s witnessed dramatic quantitative growth in African education systems. Beyond expanding educational places, many African countries pronounced intentions to "reform" their educational systems, by adjusting the length of education cycles, altering the terms of access to educational opportunity, changing the curriculum content, or otherwise attempting to link the provision of education and training more closely to perceived requirements for national socio-economic development. Strong economic growth performances of most African economies encouraged optimistic perceptions of the ability of governments to fulfill educational aspirations which were set forth in educational policy pronouncements.

Sadly, the adverse economic conditions of the 1980s, combined with population growth rates which are among the highest in the world meant that by the early 1980s, education enrollment growth stalled and the quality of education at all levels was widely regarded as having deteriorated. In recognition of the emerging crisis in African education, the World Bank undertook a major review to diagnose the problems of erosion of quality and stagnation of enrollments. Emerging from that work was a policy study, Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion, which was issued in 1988. That study does not prescribe one set of education policies for all of Sub-Saharan Africa. Rather, it presents a framework within which countries may formulate strategies tailored to their own needs and circumstances. In fact, a central point which is stressed in the study is the need for each country to develop its own country-specific education strategy and policies, taking into account the country's unique circumstances, resource endowment and national cultural heritage.

The crucial role of national strategies and policies cannot be over-emphasized. In recognition of the centrality of sound policies as a basis for progress, in 1987 the Bank's Education and Training Department (the relevant unit responsible for the policy, planning and research function at that time) commissioned a set of papers by African analysts on the comparative experiences of eight Anglophone Eastern and Southern African countries, each of which had developed and issued major education policy reforms or pronouncements. The papers give special attention to deficiencies in the design and/or implementation processes that account for the often-yawning gaps between policy intentions and outcomes. The lessons afforded by the eight African case studies, along with a broader- perspective assessment of educational policy implementation, are presented in the papers by George Psacharopoulos (the overall manager of the set of studies) and John Craig. The eight country case studies are presented in companion reports.

By disseminating this set of studies on the implementation of African educational policies, it is hoped that the lessons of experience will be incorporated into the current efforts by African countries to design and implement national policies and programs to adjust, revitalize and selectively expand the education and training systems which prepare Africa's human resources, the true cornerstone of African development.

Hans Wyss
Director
Technical Department
Africa Region

ABSTRACT

At the time of independence from Britain in 1962, education in Uganda was more advanced than in neighboring countries, although still unsatisfactory. This paper reviews the recommendations of commissions, educational reviews, and five-year plans for the development of educational policies since independence. There have been two main long-term government objectives -- primary school expansion toward the goal of universal primary education, and the provision of sufficient manpower of the quality needed to meet the skill requirements of the economy. The implementation of these goals was severely hampered by the events of the 1970s, which were a decade of "total national calamity" that affected all sectors of the economy, including the education system. The Recovery Program of 1982/84 was adopted to reconstruct and rehabilitate the educational infrastructure. The report reviews the present-day status of education in Uganda with regard to internal and external efficiency, equity, and non-quantitative criteria such as national policy and Ugandanization. It finds four remaining major problem areas--continued illiteracy, high dropout rates at almost all levels, unqualified teachers and a shortage of qualified ones, and a widening gap between educational preparation and actual employment opportunities.

TABLE OF CONTENTS

1. AN HISTORICAL ACCOUNT.....1

Education at Independence.....1
Education after Independence.....3
Educational Policies.....6

2. A CRITICAL APPRAISAL.....8

3. CONCLUDING REMARKS.....13

APPENDIX.....15

Landmarks in Educational Policy-Making in Uganda: 1960-1985.....17

BIBLIOGRAPHY.....26

1. AN HISTORICAL ACCOUNT

Uganda [illegible] independent in 1962. Educationally it was more advanced than its neigh[illegible] countries, Kenya, Tanzania, Zaire, Sudan, and Rwanda. The only university college in Eastern Africa at that time, Makerere, was situated in Uganda. However, the content and scope of primary and secondary education was similar to the education in other colonies of Britain. It is therefore not surprising that, like the other former British colonies, Uganda found its educational system unsatisfactory at the time of independence. Through recommendations of commissions, educational reviews, and development plans, policies were enunciated to guide the development of education for the next two decades following independence. The appendix to this paper shows the landmarks in educational policy-making in Uganda from 1960 to 1985.

Education at Independence

Uganda became a British protectorate in 1894[1] and remained so until October 9, 1962, when it obtained national independence from Britain.

At the time of independence, the country inherited and continued the colonial system of education (7+2+4).

Throughout the colonial period in Uganda, African education was almost entirely in the hands of religious "voluntary agencies," under the general direction of the Government[2]. Asian schools were mostly run by local voluntary organizations, wherever an Asian trading center grew up. Europeans were predominately dependent on Kenya for their children's education.

In March, 1952, the Governor of Uganda announced the formation of a committee to report on African education in the protectorate, with the following terms of reference:

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[1]Odaet, 1986, p. 1
[2]Uganda Protectorate Annual Report of the Education Department, 1951, p.3

> "To examine, in the light of the report of the group of educational experts who visited East Africa in 1951 the present system of African Education in Uganda; to consider how it may best be improved and expanded; and to submit detailed recommendations for its future organization and development."

The committee was not asked to examine technical education in detail since the Government had already announced a program for the expansion of technical education and training. Higher education (i.e. the Makerere level) was also excluded from the committee's terms of reference.[3]

The main recommendations of the committee, not listed in any firm order of priority, since there was some overlap, included:

a) The reorganization and expansion of the system of teacher training. The report said the training of teachers must be the basis of all educational development -- a principle which the Protectorate Government had already recognized by initiating in advance of the report an interim scheme for the expansion of teacher training;

b) The improvement of the conditions and terms of service of teachers of all categories;

c) The expansion of secondary education in order to provide teachers for senior primary and secondary classes, Training College staffs, and men and women for the professions generally;

d) The expansion of facilities, both primary and secondary, for girls, which had seriously lagged behind facilities for boys;

e) The extension of the full primary course from six to eight years, and the provision of a minimum of four years of education in all grant-aided schools...;

f) The establishment of new primary schools.[4]

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[3]African Education in Uganda, 1953, p.1
[4]African Education in Uganda, 1953, pp. 1-2

A whole year was spent considering the report, African Education in Uganda (the de Bunsen Committee Report 1953), in drawing up Government policy for the future in the light of the committee's recommendations, and in the taking preliminary steps to implement the policies. These recommendations shaped African education in Uganda until independence.

Before Uganda gained its independence in 1962, education and training for Ugandans was geared to the limited chances that existed for employment in Government administration and in social services. With independence in 1962, came rapid changes, including the immediate availability of posts for Ugandans in Government employment and the expansion of educational opportunities[5]. Plans were made to prepare Ugandans to fill manpower gaps in commercial, managerial and technical fields in order to foster national development. The structure of education in Uganda was thus developed to cover both formal and informal education, though the system lays great emphasis on formal education from the primary level through the university.

Education after Independence

The Government has consistently underlined that education in Uganda is a foundation for economic growth and is central to the well-being of society as a whole[6].

In the field of education and training, the Government's main long-term objectives since independence have been:

a) To make primary education available to a rapidly increasing proportion of school age children until, ultimately, universal primary education is achieved, providing every individual with the basic skills and cultural awareness necessary for a full and productive life within a dynamic society;

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[5]Mateke, 1983
[6]The Republic of Uganda Recovery Programme, 1982-84

b) To provide sufficient manpower of the types and quality needed to meet the skill requirements of the expanding Ugandan economy.

In January 1962, the Prime Minister appointed a commission, chaired by Professor E.B. Castle, which reported in 1963. The commission recommended the following goals of education, applicable to both primary and secondary schooling:

a) To inculcate high standard of individual and corporate conduct and a sense of personal responsibility;

b) To prepare children to earn a livelihood;

c) To establish and maintain literacy;

d) To prepare children for life in their local and national communities and to develop in them a desire to serve both;

e) To enable children to develop manual skills and to express their aesthetic gifts;

f) To develop the initiative, confidence and resourcefulness of children and their power of independent, logical and imaginative thought.[7]

The Government accepted these aims along with most of the commission's recommendations, and these constituted major areas of educational policies in the country during the 1960s and part of the 1970s.

From independence to 1970 there was a systematic effort to map out the development of education in a controlled manner. The hopes of the Third Five-Year Development Plan, 1971/72-1975/76 were shattered by the coup of January 25, 1971. This proved to be "a total national calamity, which destroyed all and sundry, individuals and institutions alike".[8] Its effects are still with us. Education was grossly affected. This calamity created serious economic effects.

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[7] Education in Uganda, 1963, p 4.
[8] Obote, 1984

The economic regression experienced by Uganda in the 1970s was aggravated further by the upheavals of 1979.

Between the early 1970s and 1980-1981, GDP fell at an annual rate of 2.6 per cent while the population increased at an annual rate of 2.0 percent. The result was a lowering of the standard of living, measured in terms of per capita GDP, at a rate of 5.4 per cent per year.[9] The volume of exports collapsed while the price of imports increased. Spare parts for machinery became scarce while the country's infrastructure deteriorated for lack of repair and maintenance. This process led in turn to a fall of monetary GDP estimated at 3.1 per cent per year between 1971 and 1981. The decline of the monetized economy was accompanied by a buildup of inflationary pressure. On the one had, there was a scarcity of goods, both imported and home-produced, while on the other, the money supply increased steeply at an average rate of 30 percent per year between 1971 and 1981, fueled by budgetary deficits arising from a shrinkage of the revenue base, particularly from foreign trade. Consequently, between 1971 and 1978, prices rose at an annual average rate of 40 percent.

There were other serious economic problems. The efficiency of public services and the parastatals was eroding. Foreign (Asian) enterprises were expropriated. The stock of professional and skilled manpower was severely depleted due to people leaving the country. Monetary GDP was siphoned off the unofficial market, known in Uganda as 'magendo'.

The economic regression of the 1970s, the 1979 war and its aftermath had adverse effects on the educational sector. The share of the Ministry of Education (MOE) in total Government expenditure was kept more or less stable between 1971/72 and 1977/78 at 15.3 percent and 14.7 percent respectively. MOE's share of recurrent expenditure declined somewhat from 21.6 percent in 1971/72 to 17.5 percent in 1977/78 while its share of development expenditure stood at around 5 percent. In relation to GDP, however, the resources devoted

[9]Government of Uganda, 1983; Ministry of Planning and Economic Development, June 1984.

to education by the public sector declined substantially from 3.4 percent in 1971/72 to 1.4 percent in 1977/78, as did the revenue base of the Government.

Moreover, the financial resources of MOE declined in real terms between 1971/72 and 1977/78. The emigration of qualified teachers was further aggravated by the fall in real income, and this in turn added to the decline in the quality of education. In addition, the expansion of education was constrained at all levels. Primary schools did relatively better than others, due to private financing of school buildings. The older schools and institutions suffered general deterioration for lack of maintenance and repairs.

Educational Policies: 1981-1985

Confronted with an educational system which had suffered severe deterioration during the events of the 1970s and their aftermath, Uganda, since 1981, has sought to ensure the system's rehabilitation, recovery, reconstruction and development.[10] The Recovery Program of 1982/84 (Revised) outlined the measures which the Government has taken in an effort to reconstruct and rehabilitate the educational infrastructure by marshalling resources -- local, national, and international. Simultaneously, innovative and development-oriented practical measures have been taken towards educational resuscitation. These included making the curriculum more practical and technically applied. New policy orientations adopted after the period of stagnancy and decline reflect the continuing national aims and objectives. They give emphasis to practical measures that had been neglected in the past.[11] Specific objectives are expansion of opportunity and improvements in basic resources, standards, training and, production, as well as self-help. The major policy orientations during the period have included:

a) "Upgrading the basic level of teacher education; this is not only a new orientation of continuing policy, which considers adjusting the level of teacher education according to the learner's needs, but also underscores a major policy shift towards qualification as the basis

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[10]Odaet, 1985, p. 14; A Ten Year Development Plan 1981-1990 Main Document
[11]Uganda Commission for UNESCO, 1984

of this adjustment; incorporated in the new policy are incentives for teacher upgraders, such as payment of their salaries while upgrading;

b) "laying emphasis on day school rather than boarding school education; this is particularly applicable to secondary education in order to effect expansion of opportunity at less cost;

c) "making institutions production-oriented by giving incentives for exploiting their environment; curriculum policy was reviewed in 1982, and the value of self-reliance efforts -- e.g. in school feeding projects supported through the World Food Programme and with inputs like tractors, hoes and seeds -- the value of work, and the integration of theory and practice in learning situations are integral components of the policy;

d) "decentralizing educational administration, planning and supervision in order to: enhance decision-making nearer the points where the decisions will be implemented; appreciate the mechanisms of decision-making and planning in the community; make the provision of services in the community a reality; and provide more effective supervision of the system;

e) "encouraging partnership in the provision of opportunities at the local level; this is facilitated by decentralizing the system, which makes it easier to encourage people to support educational projects by providing direct labor, finance through fundraising, or materials for building schools;

f) "diversifying the curricula; enrichment of the traditional academic curricula by introducing complementary training in skills; inculcating social and cultural values, and laying emphasis on practical and immediately productive programmes."[12]

[12]Uganda Commission for UNESCO 1984, pp.43-44

2. A CRITICAL APPRAISAL

The criteria used for evaluating the record of educational policies adopted in Uganda are:

a) Internal efficiency (student retention, low wastage, higher earnings);

b) external efficiency (better fit between the school and the labor market, low rates of unemployment, high productivity of the graduates, cost-benefit ratio);

c) equity (access to the school system, incidence of the costs and benefits of education by socioeconomic group);

d) non-quantitative (national policy, Ugandanization).

Table 2 presents enrollments in the different types of educational institutions in Uganda in 1965, 1970, 1975, 1980, and 1984.

Table 2 indicates a constant effort towards expansion of the educational system with a view to making education available to as many children in the country as possible. Despite this effort, about 67-70 percent of primary school age children (6-13 years) are in school.[13] Those pupils who successfully complete primary schools (Ordinary O level) or technical schools constitute less than 25 percent of the total primary school enrollment implying a dropout rate of more than 75 percent at the first level of education.

Between 20 and 40 percent of those who successfully complete O level secondary-school education continue for further education in either advanced A level (higher) secondary school, teacher training (grade 3),

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[13] Odaet, 1986

Table 2

Enrollments in various institutions, 1965-1984

Institution	1965	1970	1975	1980	1984
Primary School	578,459	727,127	918,024	1,850,872	1,908,565
Technical School	883	1,766	1,594	2,294	6,595*
Teacher Training (Grade 2)	3,557	3,409	4,606	6,031	----
Secondary O'Level	16,192	37,477	41,477	66,180	1,138,163**
Technical Institute	----	1,766	1,600[b]	1,147	----
Teacher Training (Grade 3)	393	674	1,490	1,165	16,740**
Higher Secondary (A' Level)	1,131	3,220	4,394	6,912	----
Uganda Technical College	426	572	531	612	980
National Teachers College (Grade 5)	105	367	462	525	1,234
Uganda College of Commerce	159	n.a.	n.a.	900[b]	870
Makerere University	888	2,581	3,426	4,045	5,155

Source: Education Planning and Statistics Unit, Ministry of Education, Kampala.

The Republic of Uganda Background to the Budget 1985-86, Ministry of Planning and Economic Development June 1985.

* Includes enrollments in Technical Institutes

** A' level enrollments are included

*** Includes Grade 2 Teachers Colleges which are phasing out in 1986.

b Estimated

technical institutes, the Uganda Technical Colleges, the Uganda College of Commerce, or the National Teachers College. At the end of the second level there is again a high dropout rate of more than 80 percent of those who enroll in O level secondary schools.

With the exception of Karamoja in the north (for which special grants have been provided), the distribution of primary schooling around the country is reasonably well-balanced; the enrollment ratio in each of the regions is within 15 percent of the national average. The availability of secondary education, however, is much less even, with Central and Kampala Regions taking a disproportionate share both of the total number of students and the total number of school places. During the period 1981-1985 there was an effort to equalize distribution of Uganda Technical Colleges, the Uganda College of Commerce, National Teachers Colleges and Technical Institutes throughout the country.

Despite the relatively high dropout rate and wastage in the school system, the expansion of Uganda's education system has boosted the equality of access to schooling.

One of the persistent aims of education in Uganda is to provide sufficient personnel of types and quality needed to meet the skill requirements of the economy. The importance and relevance of education has constantly been assessed by its ability to produce manpower which is relevant and can fit into the economy. In Uganda about 91 per cent of the population live in rural areas and are engaged in subsistence agriculture. The numbers in wage and salary employment remain small, while education has been expanding rapidly.

The problem of a technical and managerial shortage had, however, existed for some time, and in 1967 there was a proposal to expand the educational system to provide more trained personnel for rapid economic development. No measures were taken to implement this proposal, and the situation deteriorated under the military regime. A survey of human resources, undertaken by the Ministry of Planning and Economic Development with the assistance of the United Nations Development Programme (UNDP) and the International Labor Organization in 1977 (unpublished), drew attention to the need for a collective approach to personnel planning, but again the recommended policy was not introduced.

In 1982, another personnel survey was undertaken and it was hoped it would yield useful results.

Yet the emergence of independence in Uganda, among other factors, "quickened the tempo of change" and "led to new demands for high level manpower."[14] The education system suddenly found itself with a responsibility for producing urgently required manpower. As the then President of Uganda stated:

> "This stressing of manpower requirements after Independence was and is not a policy that can be condemned or even criticized. The replacement of expatriate staff by the citizens at all levels is a fundamental need for the consolidation of our independence, and the production of local qualified staff must therefor be given priority over all other educational requirements. If this is not done or achieved the independence of the country becomes lopsided and the most powerful instrument -- the government -- which must belong to the people becomes weak and unresponsive to the wishes of the people. This is because an important sector of it would not be manned by people with local roots. Then there is the problem of the sons and daughters of the country being policy-makers in the Legislature and in the Cabinet, and leaving the field of implementation of policies to the expatriate staff. In practical terms a situation of that nature could easily bring misunderstanding in Government operations and frustrate the consolidation of Independence".[15]

Emphasis on production of qualified manpower has enabled Ugandans to move into nearly all the top position in the civil service, as well as in the private sector. There are, however, some areas, such as science and technology, for which the educational system has not produced high level manpower. There is persistent cry in public that schools should produce "job-makers" rather than "job-seekers," who now predominate.

A huge amount of unemployment among school leavers is attributed to the curriculum being irrelevant, despite the curricula reforms which are indicated in this paper.

Given the financial constraints, and despite the work of the National Curriculum Development Centre, not all goals have been achieved. Materials and modules do not exist for every subject area at every grade level, nor do qualified teachers. School administrators hope that the core curriculum will

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[14]Wandira, 1972, p.24
[15]Obote, 1969

be reduced, but the nation's demand for relevance of curricula, quality of education, functional education, education for development, education for self-reliance, basic education, functional literacy, and lifelong education has tended to imply an increase in the number of subjects taught.[16]

At the higher levels of education, too, there are internal efficiency problems. The continuous democratization of education may add still further to the pressure on education. There is a danger that the difficulties and tensions caused by the pressure of unemployment among university graduates will become more serious. As John Bikangaga, chairman of the Makerere University Council, put it: "Already, the majority of our graduates who leave this University are jobless. I am sorry to say that we have little or no knowledge of their whereabouts or what they are doing to earn their living. Now, if our present annual turn-over of graduates cannot be absorbed and we decide to expand University education, in which fields should this be done?[17]

In order to tackle this problem, among others, the Government has set up a Visitation Committee with specific terms of reference covering the entire University education and instructions to recommend accordingly. At the school level, efforts continue to implement the new curriculum intended to produce "job makers" in both primary and secondary schools. But a gap seems to persist between the efforts of education and expectations of the consumers of the product of the Uganda education system.

Non-formal education exists in Uganda. Its main purpose is to facilitate the personal development of youths and adults and prepare them for their social and economic roles in society. The overall goal is to improve the quality of life, both for individuals and for society as a whole. Basic education in reading, writing, and arithmetic is provided by the churches, local literacy associations, and the Ministry of Culture and Community Development. The government's Adult Literacy Campaign of 1964-65 had little success. In 1982 there were plans to renew it, but these have not materialized.[18]

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[16]Odaet, 1986
[17]Bikangaga, January 7, 1986
[18]Odaet, Autumn 1986

3. CONCLUDING REMARKS

Four major problems can be identified in relation to possible future educational policies in Uganda:

a) continuing illiteracy;

b) a high dropout rate at almost every level of the educational system;

c) the widening gap between the educational programs offered in schools and institutions and the actual openings available for school graduates in the employment market; and

d) the shortage of qualified teachers and an increase in numbers of unqualified teachers.

There is an increasing attempt to provide equal educational opportunities, evidenced by the number of new schools and institutions being opened. To narrow the growing gap between school programs and the development needs of the country, practical subjects have been introduced. One area for priority attention is technical education, which is provided in technical institutions and technical secondary schools. Agriculture is taught as a subject in most secondary schools, and productive education is being emphasized. The supply of teachers at all levels is being tackled by expanded teacher education. This training expansion is coupled with retraining programs but these are limited in number. While re-orientating the curriculum is a major step in fighting the problem of a high dropout rate, studies will need to be conducted to determine the reasons for dropping out. Steps then will need to be taken to combat the problem.

APPENDIX

Table 1

Landmarks in Educational Policy-Making in Uganda, 1960-1985

Year	Event/Policy Reforms	Remarks
1961	International Bank Survey Mission	Its recommendations concerned the practicability of achieving certain educational objectives within the next five years.
1962	National Independence	Colonial education system maintained, with Voluntary Agencies having strong influence.
1961/62-1965/66	The First Five-Year Plan	The central aim of the Government's development policy was to achieve the maximum possible increase in the prosperity and welfare of the people of Uganda. The long term aim of the Government's educational policy was to develop educational facilities on such a scale and in such a way as to provide for every child, regardless of the social or economic circumstances of parents, the opportunity to develop to the fullest his or her intellectual, manual and artistic abilities and those qualities of character which enable a person to make a full and satisfying contribution to the well-being of society.
1963	The Uganda Education Commission	TORs: To examine, in the light of the approved recommendations of the International Bank Survey Mission Report and Uganda's financial position and manpower requirements, the

Year	Event/Policy Reforms	Remarks
		content and structure of education in Uganda; to consider how it might best be improved and adapted to the needs of the country and to submit recommendations accordingly.
1963	Uganda Government Sessional Paper No. 4 of 1963	Memorandum on the report of the Uganda Education Commission 1963.
1963	Uganda Ministry of Education Circular No. 66 of 1963	Detailed implementation of the Education Commission Report 1963
1964	Government of Uganda	Took the responsibility of control of education from voluntary agencies.
1964/66		Standard curricula for primary and secondary schools instituted.
1966/71	The Second Five-Year Development Plan	The Government of Uganda committed itself to expand the education system to fight ignorance and to provide those technical skills which would be a necessity for any program of accelerated development. Said it was a necessity to tailor carefully the educational programme to the future economic, cultural, and social needs of the country.
1969	Uganda Education Association Conference	President A.M. Obote delivered a key-note address on Policy Proposals for Uganda's Educational Needs.
1970	The Education Act	Amended and consolidated the law relating to the development and regulation and licensing of teachers in public and private schools and for other matters connected therewith.

Year	Event/Policy Reforms	Remarks
1970	Visitation Committee to Makerere University College	TORs: To enquire into and report with necessary recommendations on: 1. a) Course of study and the applicability or relevance of such courses to the development and needs of Uganda and East Africa. b) The machinery and methods of admission to courses including qualifications for postgraduate studies. c) The nature, main emphasis and financing of research programmes and method of determining research priorities. 2. a) The organization and functions of existing departments, faculties, institutes and schools. b) Recruitment, appointment, promotion, and training of academic staff. c) Fellowship Scheme and arrangements for visiting academics. 3. The structure of the administration and the methods of recruitment, appointment and promotion of the administrative staff. 4. Student affairs, including student organizations, and the academic and administrative staff.

Year	Event/Policy Reforms	Remarks
		5. The structure of decision-making machinery within the College in relation to both academic and non-academic matters. 6. The relationship between the College and the Government, Government bodies and the public. 7. Any other relevant matters which may promote the standing the College and enhance its contribution to the needs of Uganda and the other partner states in the East African community.
1970	The Makerere University Kampala Act	Established National University.
1971/2-1975/6	Third Five-Year Development Plan	The central concern of the plan was to establish a more effective institutional machinery for the execution of the Ugandanization policy at an accelerated pace. The planned expansion of educational and training facilities was identified as the ultimate weapon for speeding up Ugandanization. Unemployment was attributed to the existing faulty education system. The plan, therefore, called for a thorough realignment of the school curriculum with a view to ensuring a better match between the production of the education system, on the one hand, and the potential needs of the economy on the other. The plan stated, "The Curriculum of all our educational institutions will be re-oriented....

Year	Event/Policy Reforms	Remarks
		In the field of education and training, Government's main long-term objectives were: a) to make primary education available to a fast increasing proportion of school-age children until, ultimately universal primary education would be achieved providing every individual with basic skills and cultural awareness necessary for a full and productive life within a dynamic society. b) to provide sufficient manpower of the type and quality necessary to meet the skill requirements of Uganda's expanding economy.
1973		Establishment of the National Curriculum Development Centre in Uganda to streamline the institutionalization of curriculum development in the country.
1975	Chief Inspector of Schools Circular of August 5, 1975	To all head teachers of secondary schools telling them to implement the new curriculum aimed at emphasizing the teaching of science, mathematics and practical subjects; producing school leavers who are immediately productive commercially and industrially; continuing to provide a broad based and more pragmatic education.

Year	Event/Policy Reforms	Remarks
1977/78-1979/80	A Three-Year Economic Rehabilitation Plan	Recognition by Government that education was andis an essential service upon which the long-term economic and social developments depend. Cited problem of the scarcity of trained manpower, which then constituted a major constraint to the rehabilitation and growth of Uganda's economy. Called for concerted effort in extending well structured education and training especially in technical and management fields. The plan, called The Action Programme, therefore, focused on a crash manpower development program to bridge the most acute manpower gaps in the key sectors of the economy. The curriculum in the training institutions would be designed during the plan to offer practical vocational courses such as agriculture, commercial subjects, transportation and home economics which hitherto had been relatively neglected.
1987		Liberation War which overthrew Idi Amin's Government; successive Governments under Y.K Lule, G. Binaisa, Military Commission chaired by P. Muwanga. General Elections on December 10, 1980 which brought A.M. Obote back as President of the Republic of Uganda.
1981-1990	A Ten-Year Development Plan 1981-1990	This was a ten-year reconstruction and development plan. The plan recognized that the Human Resource is the single most important factor

Year	Event/Policy Reforms	Remarks
		of production for any economy. Accordingly, the planning of education and manpower constituted an integral part of the whole strategy of social and economic development; this being particularly so in Uganda where there is an abundance of human resource. Yet the liberation war damages had left the Uganda education services in ruins. Therefore, there was urgent need to put education services in Uganda on a sound basis within the shortest time possible.
		Education Objectives The immediate and long term plan of the education sector therefore, had the following objectives: a) To rehabilitate the education system to suit current needs; b) To reconstruct the war damages and long-term wear and tear in the physical facilities in all training institutions; c) To develop the system to the extent of achieving universal primary education by the year 2000. To train enough personnel to meet the manpower requirements of the economy; d) To bring about an overall improvement in the quality of education at all levels.

Year	Event/Policy Reforms	Remarks
	Education Policies Implementation of the medium-term education plan (1981-1986) called for policies towards mobilization of additional resources and more importantly, better utilization of the existing facilities. For example: a) Public, parastatal and private organizations were encouraged to provide a training fund that would finance training of employees for both short and long courses; b) In order to improve the quality of education, the curricula would be revised; c) The share of Government expenditure on education to be increased; d) Basic education integrated into rural development project (The Namutamba Project) to spread to all regions of the country in order to encourage the rural communities to learn the art of self-reliance. e) Teacher training facilities to be improved so as to raise the number and quality of teachers at all levels. This implied, among others, improvement in the teacher/student ratios which would in turn	

Year	Event/Policy Reforms	Remarks
		reduce dropout and repeat rates.
		f) In the spirit of co-operation with both the developing an developed world, the Government sought all possible assistance from World Organizations and bilateral donors in order to achieve the objectives outlined above; but this external assistance to be supplementary to the country's own local resources.
		The above measures were combined with some cost-saving policies as indicated below:
		a) Introduction of more day schools in preference to boarding in the urban areas;
		b) Introduction of a double shift system from primary through secondary to University level, where possible, especially in day schools;
		c) An increase in the use of locally produced materials in all the primary and secondary;
		The National Curriculum Development Centre was expected to include this in the syllabi.

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